A MANUAL AND RESOURCE BOOK
FOR POPULAR PARTICIPATION TRAINING

VOLUME ONE
INTRODUCTION

UNITED NATIONS

Department of Economic and Social Affairs

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NOTE

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PREFACE

With popular participation as a development objective, it is necessary to look at problems in new ways and incorporate innovative approaches into training programmes.

Therefore this innovative Manual has been prepared by the Institutional Development and Popular Participation Section of the Social Development Division (now the Social Development Branch of the Centre for Social Development and Humanitarian Affairs) of the Department of Economic and Social Affairs of the United Nations Secretariat.

This Manual is designed to provide an expanding set of resources that will assist in the planning and conduct of innovative training programmes designed to promote popular participation. The four volumes of the Manual present, respectively, introductory and bibliographical material (Volume One) and data on three types of resources: specific examples of training activities currently being carried out or successfully completed in various countries (Volume Two), comprehensive training approaches that have been theoretically developed and tested (Volume Three) and practical techniques designed to achieve specific objectives and to make training a more varied and interesting experience (Volume Four).

The Manual is produced in four volumes so as to facilitate its use as a reference and cross-reference tool. The four-volume presentation makes possible, too, the incorporation of additional entries in each of the four areas concerned. To this end, a number of blank pages have been included at the end of each volume on which additional material may be added by the individual user; the user may follow the formats recommended in chapter II of Volume One. In addition, at the end of the Index of elements in the Manual related to the training needs matrix (in Volume One) there are six blank tables in which the user may insert additional items. To facilitate reference to these additional entries, the table of contents for each of the four volumes of the Manual is set out in such a way at the beginning of Volume One that new entries can be added in the blank spaces. (The table of contents for each volume is, in addition, printed separately at the beginning of each volume; again, there are blank spaces for additions.)

To facilitate cross-references, a code has been developed in order to identify concisely each of the volumes, chapters, sections (where relevant) and subcategories. Volumes are identified by the first two letters of the key word in their titles: IN (Volume One: Introduction); EX (Volume Two: Examples); AP (Volume Three: Approaches); and TE (Volume Four: Techniques). Chapters are identified by Roman numerals and sections by Arabic numerals. Subcategories are identified by the two letters that are the initials of the two key words in their titles, for example, CD (Community development), CT (Creativity training) and UP (Understanding the problems).

Here, in conclusion, is an example of one way in which this Manual can be used. This example introduces the reader to the use of the training needs matrix (table 2). It also makes clear the role of the Manual as an expanding

tool for trainers in the dissemination of ideas, in the exchange of knowledge about training and in the testing of new approaches and techniques and it shows how dependent the Manual is on exchange of information and continuing contributions.

Let us assume that a rural integrated development programme is in the planning stage. Trainers and training advisers decide that some preliminary training is needed to ensure that the programme is initiated with the appropriate skills and orientation. By looking at the training needs matrix (table 2) under the head of "Planning and decision making" they decide that the "Attitudes and values" area is the most important in this particular situation, specifically the problem of learning to work together. They then review the examples of training activities described in Volume Two (EX), where they notice several programmes that seem relevant to their needs, including one concerning field training in the Central African Empire and one concerning group process in Honduras. They note that the description lists programme sponsors to whom they can write if they need more detailed information. Through reviewing the different approaches described in Volume Three (AP) they agree on group dynamics training as being the approach most appropriate for their needs. Having decided on the group dynamics approach as a conceptual framework, the trainers then survey the various techniques related to this approach, as described in Volume Four (TE), to find one that meets their particular needs and objectives. They may, for example, choose the "Understanding hidden motives" exercise.

Thus, through careful analysis and selection of their goals, needs, approaches and techniques, they will have arrived at an integrated training methodology on which to build a set of training activities for use in the classroom or on site. Subsequently the training activity can, if it appears to have been successful, be written up as a currently existing or successfully completed activity, in conformity with the format suggested in Volume One (IN) and it can then be submitted for inclusion in the Manual as another example of how approaches and techniques were adapted to a particular set of specific needs.

The example that has been given presents one simple version of the way in which the Manual can be used. There are, of course, many other alternatives, from simply selecting one of the techniques that fit within a particular established methodology, to adapting a programme used in another country in order to accomplish similar objectives. This Manual is, however, designed for flexibility; the reader is reminded of the importance of developing for each training situation a carefully planned conceptual structure that integrates appropriate approaches and techniques.

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INTRODUCTION

The needs, the concepts, the approaches, the techniques, the general conduct and the ways of measuring the effectiveness of training are changing. Training involves a large web of relationships far beyond the trainer and the trainee and there must be a recognition of all of them. Specifically, popular participation, that is, involving people in development decisions and in the implementation of the activities that affect their lives, not only provides direct benefits to them but also places new and important requirements on the design and conduct of training.

This document attempts to meet that challenge by combining the elements of a manual and of a compendium of information that can regularly incorporate new and innovative training elements. It is designed to serve trainers both as a manual and as an updated source for training activities. It should assist programme administrators and decision makers in understanding the relationship between participatory training and project accomplishment. It proposes to assist the entire development community by serving as an example of participation and of the exchange of action-oriented information.

It cannot serve all these goals without the active participation of its readers.

The participatory approach that is advocated here begins with the possibility and desirability of participating in the Manual itself (see Volume One, section II) and encompasses the presentation of training and project methods in ways that can be adapted to meet individual needs. The Manual attempts to set forth clearly the uses that it intends to serve, to explain its assumptions and purposes and to provide easy access so that the user can find what is useful and of interest to him.

This introduction will therefore briefly state the purposes, assumptions and organization of the Manual. It will then explain how the Manual can be used. This explanation will be followed by a short statement of the relationships between popular participation, training and project accomplishment. Finally, there are some practical guidelines on training planning and tools given for locating specific elements of the Manual, as required. Because of its nature, the Manual cannot be a simple step-by-step manual or a simple compendium. However, the organization of the Manual and the guides to its use include tables, cross references and specific numbering systems to facilitate its use. The Manual is designed to grow with out knowledge and our capacity to exchange information.

The purposes of the Manual

The purposes of the Manual necessarily cover a wide range since the Manual focuses on popular participation rather than on a substantive field or on a training area. This accounts for the combination in the book of specific

instructions in some parts and general explanations in others. The following are the objectives that the Manual proposes to achieve, starting with the most obvious:

To provide specific guidance by which trainers with little experience can plan and conduct innovative and participatory training programmes that meet development needs;

To provide a series of elements that can be regularly updated so that training activities can reflect the newest, most innovative and most useful methods and techniques, drawn from both research and experience, in development situations;

To provide a brief review of how participatory training has evolved from other types of training approaches in order to understand its advantages and limitations;

To provide an understanding of how training can be more closely linked to the process of project accomplishment, so that the goals of popular participation in project development and training can be integrated; and

To provide a regular exchange of information on elements that can be useful in promoting research on participatory training methods and on their effectiveness in different situations in different countries.

A few basic assumptions implicit in the approach of this Manual

This Manual seeks to facilitate the integration of training and development activities through the active participation of everyone involved in the development process. The task is monumental but not impossible; small increments can help to expand the process.

Among the assumptions underlying the attempt to provide specific guidance in this Manual are:

Training that aspires to engender popular participation must use participatory methods in its design and conduct;

Participatory training activities require intensive planning and a large stock and a variety of resources to meet the diverse objectives they seek to achieve;

Innovative training demands that the trainer judiciously assume the roles of facilitator, catalyst, researcher, colleague and teacher in addition to having required substantive skills; and

The trainer must have an involvement in the pre- and post-training activities in order to have the continuing effectiveness necessary for achieving project objectives.

These considerations complicate training planning and the formulation of simple prescriptions. However, accrued knowledge and experience can be combined into guidance that will assist trainers in preparing specific activities. Moreover, a broader perspective facilitates the understanding and support of the trainee, the researcher and the decision maker.

The organization of the Manual

The Manual is made up of four volumes. Volume One (IN) contains guidance, discussion and explanation. It provides the reader with information about the Manual: its purpose and how to use it. It is intended to help the reader to integrate the material in other volumes in accordance with his own needs. It also provides a guide to assist readers to make a contribution to the Manual and it provides a list of selected annotated references and a list of all the works cited in the Manual. The other volumes contain the material that has been gathered on training programmes, approaches and techniques. New material, additions and variations will be regularly added to these pages in order to keep them up to date.

Volume Two (EX) of the Manual consists of a series of descriptions of some existing innovative training programmes. It establishes the format to be followed for additional examples. The examples added at each revision are those about which it is possible to obtain enough information to explain the innovative nature of the programme within the established framework. The name of the person or institutional sponsor of the training is included so that more information can be obtained.

Volume Three (AP) consists of a series of descriptions of various training approaches, including assumptions, objectives and techniques, combined in a configuration to achieve a training goal. By comparing different approaches the trainer can determine which approach or sequence of approaches will be most useful in the design of a training plan to accomplish a certain goal. Each approach usually employs some specific techniques; where possible, these are cross-referenced. Similarly, many of the examples of existing activities described in Volume One are related to these approaches. Volume Two also establishes a format for describing these approaches: as research or experience modifies the approaches, they can be amended at the periodic updating of the Manual; and new approaches can be added.

Volume Four (TE) consists of a series of descriptions of techniques, exercises and games that are useful in achieving particular objectives in a training activity. Many techniques are related to one or more approaches (AP); many are mentioned as components of programmes described in Volume Two (EX). The criteria for the initial selection of techniques are their innovativeness and their applicability to development training. Volume Four also establishes a format for describing these techniques. Thus as new techniques or as modifications in present techniques for different environments are located, they can be added. It may also be necessary to add comments that reflect different techniques' utility and their adaptability to different cultures and situations. Most techniques will have to be modified for each situation or objective.

How to use the Manual

There are many ways in which the Manual can be used, depending on the particular needs of the reader. The Manual has this flexibility because of its varied content and the clear demarcation of its parts. Two general approaches to the Manual are described below; however, a reader may prefer to start with the table of contents and move directly to those sections that interest him most.

One approach recommended for the person who wishes to introduce innovative and participatory approaches is to proceed by the following steps.

Become familiar with the sections of the introduction called "Training and popular participation" and "Training in the context of project accomplishment", in order to understand the intention of the entire process.

Examine the training needs matrix (table 2) to determine the specific training goals that apply to the particular case, using the examples in the matrix as suggestions.

Read the section of the introduction called "Practical training planning", as a means of understanding the methods of integrating the training activity.

Examine the Index (table 4); this Index provides a key to the specific examples, approaches and techniques in this edition of the Manual that apply to each part of the training needs matrix.

Start with the examples (Volume Two) and see what training activities may fit your needs. Your survey may lead you to approaches or techniques or to direct contact with the sponsors of certain activities.

Look at the approaches (Volume Three) and see if there is a particular approach that meets your needs. There may be cross-references that lead you to specific techniques in Volume Four or helpful references that provide more detail.

To complete the basic planning for your training activity, look through the techniques (Volume Four) under the training goals related to your needs in order to locate other techniques that you can adapt to your situation. If you need some assistance in combining elements, refer to the section of this introduction called "Practical training" to help you to integrate the elements in your training activity.

An alternative method for a more experienced trainer is to follow the following procedure.

Go directly to the training needs matrix (table 2) and decide which are the areas of highest priority for your training needs and goals. Use the section of the introduction called "Practical training planning", as needed, to clarify the concepts behind the training goals and the programme process referred to in the matrix.

Go directly to table 4 and use it as an index to determine the examples, approaches and techniques that appear to fit the needs and goals of your particular situation.

Start with Volume Two (EX) and see if you find examples, information sources and cross-references that will help you. Look at Volume Three (AP) to see if a particular approach or sequence of approaches will fit your needs.

Through cross reference from either Volume Two (EX) or Volume Three (AP), begin looking at techniques that may be able to fill your needs (Volume Four (TE)). Refer to the explanatory sections of this introduction whenever you need assistance in making sure that the training activity you are developing is an integrated one that will achieve the goals you have established.

Another way in which to use the Manual is to invent your own procedure by starting out in the area that most interests you. This starting point may be studying the lists of references (Volume One, sections III and IV) or it may be going directly to look at what kind of training examples are included in the other three volumes of the Manual.

There is one caution that should be observed in the use of the Manual. Training goals, purposes, approaches and techniques have to be an integrated whole in the development of a training plan. Participation does not mean that all the diverse interests of the project needs and of the trainees themselves should result in a training programme in which the techniques are too diverse to achieve the objectives of the approach. Nor should one approach try to cover all of the problems that need to be met in a project. It may be necessary to find a sequence of training approaches in which each approach has its own techniques that will reinforce the accomplishment of the project's objectives. The training needs matrix is designed to help the reader clarify his training goals and relate them to each aspect of the development of the project. However, care should always be exercised not to confuse different objectives but to try to develop training activities that are cohesive and reinforcing. Once again, the examples of training programmes in Volume Two (EX), the matrix and the cross-references are good guides to finding an integrated training activity that can be adapted to individual needs.

A final request is that you make the decision to inform the Social Development Branch of the Centre for Social Development and Humanitarian Affairs of the Department of Economic and Social Affairs of the United Nations Secretariat of your comments and to send any material that could be included in the Manual for its next release.

Training and popular participation

There are two basic and interlocking themes on which the Manual is based. The first is the promotion of popular participation through training and the second is training innovation through popular participation.

Most writing about the processes of development and change emphasizes the significance of participation for defining specific needs, adapting resources and organizing human efforts to meet those needs. There are common strands of

thought in psychology, politics and economics that indicate the growing acceptance of the idea of involving people in those activities that will change their life. The Centre for Social Development and Humanitarian Affairs has produced bibliographies on several aspects of this subject (see the list of references in Volume One, section IV).

In practical terms, there is growing evidence that poor farmers can make critical contributions to rural development projects, that the urban poor can make decisions about the improvement of their living conditions, that the landless can become involved in improving their own welfare and productivity, that communities can organize to improve health services, and that there are a variety of other ways in which combinations of people, with public and private organizations, can achieve objectives otherwise not possible.

The consequences for training activities are profound. Knowledge and skills are no longer objectives in themselves. In addition, awareness, confidence and understanding and also human and organizational capacities are needed in the definition and solution of a problem. This means that training must produce a facilitator who can adapt his skills to his interaction with people and problems in diverse situations. The degree of effectiveness of a training programme is the degree to which a web of organizations and communities is constantly interrelated in a learning and achieving process.

If training is to promote popular participation as an approach it must utilize that approach in the training process. Trainers need to demonstrate the roles that trainees are expected to fill; thus they need to involve them in the definition of learning problems and to have them participate in the design and conduct of the training activity.

To make it possible to compare some of the basic concepts of three principal types of training, table 1 shows some of the basic assumptions of instructional training, interactive training and participatory training; the concepts shown are those that have developed particularly in relation to training as an instrument in the process of socio-economic change.

The categories in table 1 are designed to be complementary. Training situations can exist in which each set of assumptions is correct. Not all training need be participatory in nature, though the implicit argument of this Manual is that it is the ideal form to be sought. Popular participation can be especially useful in deciding on the need for and the sequence of any activity in which training and action can be integrated. A fundamental objective of participatory training theory is to break down the barriers between learning and doing and between work and training. Within that general objective, any mix of training activities that will achieve the particular objectives of the project or programme and contribute to the full realization of the potential of the human and physical resources available is acceptable. There is ample evidence of successful training under instructional concepts when the motivation is evident and the objectives are direct and uncomplicated. In so far as means have been devised to measure it, success in training based on interactive and participatory concepts, in a wide variety of defined circumstances seems well attested.

Table 1. Some relevant assumptions of three different concepts of training

Instructional concept	Interactive concept	Participatory concept
The acquisition of knowledge of subject matter by a participant leads to action.	Motivations and skills lead to action. Skills are acquired through practice.	Awareness of problems and confidence in the ability to contribute to their solutions precedes receptivity to motivation and the learning of skills.
The participant learns what the trainer teaches. Learning is a function of the capacity of the participant to learn and the ability of the trainer to teach.	Learning is a complex function of the motivation and capacity of the individual participant, the norms of the training group, the training methods and the behaviour of the trainers and the general climate of the institution. The participant's motivation is influenced by the climate of his work organization.	When the trainee contributes to the design and conduct of the training course, it increases his motivation and the relevance of his training and it provides practice in the use of popular participation as a mobilizing device for development.
Individual action leads to improvement on the job.	Improvement on the job is a complex function of individual learning, the norms of the working group and the general climate of the organization. Individual learning, unused, leads to frustration.	The use of participatory approaches on the job increases the capacity of the trainee to transmit his knowledge and influences the norms and the climate of the activity in which training effective-ness is measured.
Training is the responsibility of the training institution. It begins and ends with the course.	Training is the responsibility of three partners: the participant's organization, the participant and the training institution. It has a preparatory pre-training and a subsequent post-training phase. All these factors are of key importance to the success of training.	Training involves the exchange of knowledge between the trainer and the trainee in defining the nature and environment of the learning problem. It is a combined effort to ensure that the learned skills are adapted to the problem that the trainee will face. The web of relationships of the training institution will, if it is to be effective, have many linkages.

Source: Adapted and expanded from an initial model in Rolf P. Lynton and Udai Pareek, Training for Development (Homewood, Illinois, Dorsey Press, 1967).

Table 1 will assist the trainer in analysing the common assumptions about the learning process to see if they are in accord with his own established training goals. One aspect of innovation is a movement from instructional to interactive to participatory concepts. Participatory concepts are designed to increase both the efficiency of training,that is, the achievement of training goals, and the effectiveness of training, that is, greater contributions to the objectives of development programmes.

Training in the context of project accomplishment

Training planning is not only complicated by the many things that we know about how people learn (and the multitude of things we do not know) but also by the needs of the specific activities that it supports. As contrasted to education, training generally seeks to provide specific knowledge, skills and attitudes that influence behaviour in particular ways in order to contribute to the objectives of particular development activities. Training is more than a matter of making sure that the trainees learn what has been agreed upon. This learning must be related to their capacity to perform in the environment in which they work. In addition, the training must be timed so that the knowledge, skills or attitudes that trainees acquire are appropriate to the activities of the project they will be engaged in.

This presents a series of problems that go beyond what has been considered training planning. Therefore an overview of the assumptions of training and of the stages of project accomplishment are prerequisites to the initial determination about how training will help solve specific problems. Other questions are: how can training be integrated with other activities? what should be its objectives? and how can its results influence the achievement of the broader goals of projects and programmes? In this section, both the training objectives and the project accomplishment process will be broken down into component parts in order to suggest ways in which training approaches can be matched to needs in the different stages of projects. The most convenient way to do this is in a matrix that shows examples of the needs that would be probable in each circumstance. This training needs matrix (table 2) is the key element to which many other more specific elements in the Manual are related. The classifications in the rest of the Manual are directly related to this matrix.

The matrix compresses the many and complicated actions involved in project accomplishment into three major categories, (1) knowledge building, or the pre-planning stage, (2) planning and decision making and (3) action and corrective action. Thus the matrix indicates the broad changes in training needs that occur throughout the development of the project. Vertically, along the side of the matrix, the classical categories of training (knowledge, skills and attitudes) have been adapted in accordance with the special needs of development activities. Since the matrix is a key element in the use of the Manual, there will be frequent references to it throughout the three volumes of the Manual. The following brief discussion focuses on the integral relationship between training and the progress by which development projects are accomplished.

Table 2. Training needs matrix

(Examples of training needs for popular participation in
development programmes, classified vertically according to
the training components in popular participation training
and horizontally according to the interacting stages of
the programme process)

	Knowledge building	Planning and decision making	Action and corrective action
Understanding the problems	Develop: awareness of problems; determination of need for change; understanding means for change; understanding consequences of change.	Develop an understanding of: the need to anticipate consequences; the value of planning; the importance of strategy; the need for timely and informed decisions.	Develop an understanding of the need for: organization; testing approaches; taking risks; assessment; modification of action to achieve objectives.
Building capacities	Learn to: examine problems; gather data; quantify data; organize data; locate major difficulties; develop substantive knowledge.	Learn to: analyse alternatives; estimate resources; set priorities; develop strategies; examine factors involved in implementation.	Learn to: administer activities; obtain skills; provide leadership; analyse actions taken and develop corrective action.
Attitudes and values	Learn: expression; self-confidence; discussion; individual and group interaction; communication; sharing; accepting others.	Learn to: work together; compromise; make decisions; mobilize others; identify attitudes compatible with developmental changes.	Learn to: focus on problems; accept responsibility; accept challenge; support group action; persuade others about change.

Stages of programme accomplishment

1. Knowledge building

The role of training in the area of knowledge building is rarely defined. It is frequently assumed that the training problems to be solved in a given situation are obvious. This assumption may result from the predisposition of the people working on the problem (e.g. agriculturalists, health workers etc.), from the acceptance of the outward manifestations of a problem or from the belief that a project's beneficiaries can easily define its problems. Experience has shown that participation at this stage can be critical to the future success of a project. Through training, people can be made aware of their capacity to determine their own needs, to contribute to the analysis of problems and to propose specific activities that will directly affect the solution of those problems.

Self awareness, motivation, effective communication and the capacity for community analysis and mobilization are products of training activities; such qualities contribute to potentially successful projects. However, the matrix indicates only a few needs in each of the categories.

At this stage, participatory approaches are an important feature both of the training and of project development. Training that brings together legislators, bureaucrats and villagers, training that brings together communities and planning groups, administrators and technicians, training that brings together any combination of those who will promote changes and those who will be affected by the changes must improve the knowledge-building process and the project-development effort.

2. Planning and decision making

Planning and decision making have been combined because at this pre-operation stage the training needs for each have much in common. There is frequently a need to relate the reality of the environment of the project to the culture of bureaucracy and to the needs of a rational planning process. All too often, planning has been understood as making a plan and not as formulating a total process. The consideration of alternatives, the measurement of costs, the development of strategies, the determination of instit tional organization, the distribution of benefits to different groups are all legitimate questions for planning and decision making. It must be remembered that planning has often been the product of the integration of rational economic analysis and the political needs determined by the national leadership.

The new concepts of training show the need that the bureaucrat and the citizen be brought together at an early stage in the planning process. This means that each has to learn the assumptions of the other and that each must acquire enough skills to relate the planning and project design process to the problems, as these are understood by different interest groups. The process of building capacity and promoting interaction can develop greater understanding of consequences and can mobilize support for implementation.

3. Action and corrective action

This stage focuses on implementation and evaluation, even though goal setting, organization and resource mobilization are also important elements. Throughout this process, effective training can result in combinations of substantive skills, risk taking, persuasion and the acceptance of responsibility. Too frequently it is assumed that once a programme is planned and the administrative arrangements made, the programme's objectives will be accomplished. Understanding that popular participation in both action and training is a vital element throughout the implementation has important consequences, especially when the administrative systems that handle development projects are weak and overburdened. Corrective action leads us back to the knowledge-building phase, so the process is circular and continuous.

Training goals for innovation and popular participation

Training in popular participation has extensive and integrated functions through all the programme stages that are telescoped here. The challenge that must be met is that of incorporating these functions into the training so that they directly contribute to project objectives.

The standard categories of training goals are (1) knowledge, (2) skills and (3) attitudes. However, training for popular participation can be better understood if these categories are adapted to the special needs of this type of training. Therefore the goals for popular participation training have been defined in the following way.

1. Understanding the problems

This training goal includes knowledge; but it also includes other factors. It includes an element of will, a capacity to take risks, an ability to anticipate consequences: the goal that includes these qualities is better expressed as "understanding the problem" than as "knowledge". Popular participation assumes that even if people have little formal education they have a capacity for increased awareness and confidence that can create the motivation for changes in skills and attitudes.

2. Capacity building

For popular participation training, "capacity building" is a more apt term than "skills". Skills must be mastered; however, how to adapt them to cultures, political conditions, technology and other factors in development programmes is part of the specific learning needed for development: this goes beyond standard skills training.

Popular participation training emphasizes, for example, the adaptive capacity of statistics to inadequate data, of farming techniques to peasant conditions.

3. Attitudes and values

Over the past few years, training in attitudes and values has become recognized as important to the development process. However, much more attention has been given to the knowledge and skills that were considered the biggest determinants for change. The increasing understanding that attitudes and values are fundamental and can be directly influenced has generated a search for new types of attitudinal training that incorporate awareness, motivation and group interaction.

The matrix gives a few examples of the attitudinal elements that are necessary in order for any development project to have a lasting effect. Participatory approaches to training, simulation and other training techniques can begin the process of attitudinal change by which project activities become self-sustaining.

Using the training needs matrix

Once its terminology has been clarified, the matrix can be used in diverse ways. The following are some of the ways in which it can be used:

During any stage of a project, the matrix provides examples of training that may be relevant to project achievement;

The matrix provides a means of examining a whole programme to determine where the training emphasis has been, or should be, whether it is correct and how it can be improved;

In the matrix an array of training goals is spread out in front of the training planner to encourage him to look for activities that will help develop a comprehensive training plan to meet project objectives.

The matrix shows how training goals can reinforce each other within project development stages or across them, so that integrated planning for the trained human resources can take place.

In summary, the matrix is a device for broadening the training perspective and it is a guide for over-all training planning and its integration into other activities. The matrix will help determine which training activities will be most effective in specific situations. It also facilitates the use of approaches and techniques and the identification of training needs in order to match them with the appropriate training activities.

Practical training planning

Matching programme needs and training approaches

Table 3 breaks down the training needs matrix into more detailed elements in the programme development process and more specific categories of training goals. Examples of the types of training goals applicable at a particular stage

Table 3. Training goals that may be emphasized at particular programme stages
(Suggested priorities for training approaches, classified horizontally according to the training components in popular participation training and vertically according to the interacting stages of the programme process)

		Awareness	Analytical capacity	Creativity	Group skills	Substantive skills	Conflict Resolution
		Problem articulation, confidence in ability to act	Information gathering, comparing alternatives, problem solving	Capacity to deal with new complex situations, innovative skills, building imagination	Capacity to function in groups, capacity to mobilize, persuade, achieve consenses	Technical skills in health, agriculture	Capacity to isolate problems, develop agreement, compromise etc.
Knowledge building	Development of commitment	x			x		x
	Analysis of problems		x			x	
Planning and decision making	Development of plans and strategies			x	x	x	
	Dissemination, discussion and review of plans				x	x	x
	Feedback and replanning			x	x	x	
Action and corrective action	Diverse aspects of implementation				x	x	x
	Monitoring, evaluation and feedback	x	x			x	x

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of project development are marked with an "x". However, each project situation, in any stage, requires specific determinations as to the particular types of training needed. The priorities for training that are marked on the table are based on ideal assumptions about the availability of all types of training and the existence of problems that are common to most projects. A sample survey of trainers, scholars and decision makers found that they differed somewhat among themselves as to the priorities they would emphasize but that they had a common agreement on the need to set such priorities. The important use of the table in training planning is as a device to ensure that everyone understands the role that training can play in meeting programme needs.

The development of a training plan

There are many training manuals, modules and guides, some of which are referred to in the references in annex II, that provide detailed advice on everything from measuring training needs to following up training activities and evaluating their results. These manuals discuss the individual steps and the particular techniques of training planning. The general pattern of most training manuals is to assume certain training needs and objectives and prescribe the approach or sequence of approaches and the specific techniques that will satisfy these objectives. Once the needs in a particular situation have been identified and an approach has been selected, the use or adaptation of these manuals can be extremely helpful. However, for popular participation training this Manual is designed to help you create materials for each training situation.

A popular participation training programme may be planned according to the following sequence; however, the way in which objectives, approaches and techniques are determined will vary.

The process would begin with an examination of the problems that trainees encounter in their work. This could be a short survey of conditions, attitudes and behaviours or extended research on local conditions.

Trainees may bring information to the training programme and assist the trainer to define needs and objectives and to develop particular approaches to achieve those objectives.

The trainer may assist the group to examine its needs and objectives. He may suggest an array of approaches from which they can select. He then guides them in either creating or selecting techniques that will fulfil the behavioural objectives of the approach.

The conduct of the training activities often reflects a combination of the efforts of both the trainer and the trainees to achieve the specified training objectives through co-operative effort (some trainers actually contract with trainees).

The trainer and the trainees may try to apply these results in the project environment.

Frequently it is not possible to spend the amount of time that the above sequence implies on planning training activities and following them through. The trainer must then try to assess the needs and objectives from the environment and select an approach which fits those needs. He will then choose techniques that sufficiently involve all the participants so that they assist each other in developing understanding, capacity and changes in behaviour. The trainees themselves can raise the questions and develop the means to translate new capacities and behaviour into effective action in their own environment.

Many risks are involved in this approach. The trainer must make clear the constraints and difficulties and yet encourage trainees to fit the available resources to their needs, while he assists them to increase their understanding of those needs. So far, there has been little experimentation with this participatory approach to training for development. Therefore the results of such experimentation as has been done need to be widely disseminated and more experimentation should be encouraged. This Manual is designed to assist trainers in this participatory approach and to provide a means for disseminating the results in a practical manner.

I. INDEX

One way in which this Manual can provide more specific guidance is by the classification of the material available in the Manual in accordance with the categories in the training needs matrix. This procedure will not provide precise answers to training questions but it will illustrate the relationship between, on one hand, the specific examples of existing activities, the approaches and the techniques and, on the other hand, the general categories established in the training needs matrix.

The Index (table 4) is a breakdown of the training needs matrix to show the specific elements in the Manual that have general application to each training goal in each stage of the programme process. This means that a trainer can look under the head of the part of the programme process that concerns him and find illustrations of approaches and techniques that apply to his specific needs.

There is nothing definitive or exclusive about the classification; it is perfectly possible that any example, approach or technique could be useful in any of the sections of the training needs matrix. However, the items listed in each section of the matrix are those that are most likely to be of interest in the training situation indicated in that section.

For example, at the "Planning and decision making" stage of the programme process, if "Capacity building" training goals are a focus, the "Discrepancy model of training design" may be a useful approach. This training approach provides a guide to the determination of shortcomings and a modular approach to supplying those skills. At the same time, "Rural development in Honduras" provides an example of a training programme from which many relevant practical insights may be obtained. Reading the description of that programme may also suggest a source of more information. In connexion with this combination of appropriate approach and example, techniques such as "The impertinent PERT chart" and "Intergroup collaboration: planning the programme" may be valuable. Each item is identified by a reference symbol by which it may be located in the Manual (see the preface and the table of contents).

Some of the approaches overlap and therefore trainers should take care to find the exact one that would be appropriate for each case. It may be that a sequence of training approaches or techniques from other parts of the matrix can meet particular needs. The purpose of the classification of the different elements is to suggest those that are normally valuable in a typical situation.

The Index also serves as a guide that will help the reader locate any approach, any activity or any technique that he thinks may be useful.

In combination with table 3, "Particular training goals that may be emphasized at particular programme stages", the suggestions for integrated planning and the specific references to elements of the Manual in the Index (table 4) should reduce some of the complexities in innovative training for popular participation.

Table 4. Index of elements in the Manual related to the training needs matrix

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Under-standing the problem	Examples	Community development in the Central African Empire (EX-I CD) Community development in Saudi Arabia (EX-III CD) Family planning in Indonesia (EX-V F) Rural development in Honduras (EX-VI RD)	Education in Turkey (EX-IV CD) Community development in Saudi Arabia (EX-III CD) Rural women's development and participation in the Philippines (EX-VII WD)	Education in Turkey (EX-IV CD) Community development in Saudi Arabia (EX-III CD) Family planning in Indonesia (EX-V FP)
	Approaches	Field training (AP-III FT) Self-awareness and Self-development (AP-VII SA)	A discrepancy model of training design (AP-II DM) Group dynamics (AP-IV GD)	A discrepancy model of training design (AP-II DM) Field training (AP-III FT)
	Techniques	Perception exercises (TE-I-2 UP) Entering your own space and entering another's space (TE-I-3 UP) Serialized posters (TE-I-7 UP)	Perception exercises (TE-I-2 UP) Force field analysis (TE-I-4 UP) Polling (TE-I-5 UP)	Force field analysis (TE-I-4 UP) Differences in perception (TE-I-6 UP) Serialized posters (TE-I-7 UP)

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Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Attitudes and values	Examples	Rural development in Honduras (EX-VI RD) Education in Turkey (EX-IV CD)	Rural development in Honduras (EX-VI RD) Rural women's development and participation in the Philippines (EX-VII WD)	Rural development in Honduras (EX-VI RD) Rural women's development and participation in the Philippines (EX-VII WD) Education in Turkey (EX-IV CD)
	Approaches	Group dynamics (AP-IV GD) Laboratory training (AP-V LT)	Group dynamics (AP-IV GD) Laboratory training (AP-V LT) Self-awareness and self-development (AP-VII SA)	Laboratory training (AP-V LT) Self-awareness and self-development (AP-VII SA) Group dynamics (AP-IV GD)
	Techniques	Role playing (TE-III-1 AV) Understanding hidden motives (TE-III-3 AV) Putting a community together (TE-III-2 AV)	Role playing (TE-III-1 AV) Clear and unclear goals (TE-III-5 AV) Practice in observation: empathy (TE-III-7 AV) Ring-toss (TE-III-8 AV)	Role playing (TE-III-1 AV) The fishbowl (TE-III-4 AV)

Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Capacity building	Examples	Community development in the Central African Empire (EX-I CD) Community development in Saudi Arabia (EX-III CD) Family planning in Indonesia (EX-V FP)	Community development in the Central African Empire (EX-I CD) Community development in Saudi Arabia (EX-III CD) Rural development in Honduras (EX-VI RD)	Community development in the Central African Empire (EX-I CD) Community development in Saudi Arabia (EX-III CD) Rural development in Honduras (EX-VI RD) Family planning in Indonesia (EX-V FP)
	Approaches	Field training (AP-III FT) Group dynamics (AP-IV GD) Synectics: creativity training (AP-I CT)	Motivation training (AP-VI MT) A discrepancy model of training design (AP-II DM)	A discrepancy model of training design (AP-II DM) Group dynamics (AP-IV DM) Field training (AP-III FT)
	Techniques	Need identification (TE-II-4 CB) Dealing with conflict in a group (TE-II-8 CB)	The impertinent PERT chart (TE-II-3 CB) Choosing a colour (TE-II-5 CB) Problem-solving posters (TE-II-2 CB) Intergroup collaboration: planning the programme (TE-II-7 CB)	Problem-solving posters (TE-II-2 CB) Intergroup collaboration: planning the programme (TE-II-7 CB) Dealing with conflict in a group (TE-II-8 CB)

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Table 4. Index of elements in the _Manual_ related to the training needs matrix
         (continued)

Training goals	Elements in the _Manual_	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Under-standing the problem	Examples			
	Approaches			
	Techniques			

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Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
	Examples			
Attitudes and values	Approaches			
	Techniques			

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Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Capacity building	Examples			
	Approaches			
	Techniques			

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Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Under-standing the problem	Examples			
	Approaches			
	Techniques			

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Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Attitudes and values	Examples			
	Approaches			
	Techniques			

Table 4 (continued)

Training goals	Elements in the Manual	Interacting programme stages		
		Knowledge building	Planning and decision making	Action and corrective action
Building capacity	Examples			
	Approaches			
	Techniques			

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II.   PARTICIPATION IN THE __MANUAL__

The only way in which the __Manual__ will remain a useful tool is through comments, suggestions and additions from trainers, researchers, decision makers and any others who use the __Manual__ for the development and conduct of training activities.

The following pages are therefore provided to facilitate participation. Please use additional pages if necessary.

Comments on the Manual

The most useful aspects of the __Manual__ are:

_____

_____

_____

There are a number of ways in which the __Manual__ could be improved or organized to be more effective. I suggest:

_____

_____

_____

The formats for the examples of training activities and/or for the approaches and techniques are/are not adequate for the purpose of providing concise information for training planning and the conduct of training activities:

_____

I would suggest the following changes:

_____

_____

_____

Examples of training activities

We have developed a training activity that we consider innovative and that should be included in the Manual. The appended description follows the format established by the Manual: Field and country; Identification of resource; Sponsor; Methods used; Comments; and Specific techniques that relate to popular participation.

(Use additional pages following the pattern in the Manual.)

Field _____

Country _____

Sponsor _____

If any of the following preliminary criteria for innovative training apply, please give details:

How does the training involve the trainee in the conduct or the planning of training?

How does the training get the ultimate beneficiaries involved in the planning of training or in the activities subsequently resulting from the training?

How does the training break barriers between training and application?

How does the training change the relationship between the trainer and trainee?

Does the training employ a variety of media and techniques to achieve the objectives?

How does the activity combine training with the accomplishment of programme activities?

How does the activity use new approaches or techniques?

How does the activity relate the training materials to the needs of the trainees?

Does the training use elements in training that have not been previously attempted?

Approaches

      We are using or doing research on an approach that is different from those included in the <u>Manual</u>; the attached description of our approach is adapted to the <u>Manual</u> format. (Name of approach; background, rationale and training goals; specific techniques normally associated with the approach; and A few selected references).

We also attach additional material for your information.

Techniques

1. We are using some techniques for training that are not included in the <u>Manual</u>. The appended description follows the format established by the <u>Manual</u> (Objectives; Setting; Process; Discussion; Comments and Preparation; and Source).

(Use additional pages according to the pattern in the <u>Manual</u>)

2. We have used the following techniques suggested in the <u>Manual</u>; however, we find that in the conditions under which we use them they must be modified in the following ways:

The reasons for the modifications are:

III. A FEW SELECTED GENERAL REFERENCES

The Social Development Branch of the Centre for Social Development and Humanitarian Affairs of the Department of Economic and Social Affairs of the United Nations Secretariat is currently classifying the variety of available materials on diverse aspects of training, ranging from theory to case studies, in order to develop a structure within which trainers and decision makers can find what they need.

A complete list of the references cited in all the different sections of this Manual is given in the section following. In Volume Two (EX), each of the examples of training activities specifies a sponsor from whom additional materials can be obtained. In Volume Three (AP) a list of the key references providing greater detail is incorporated in the format for each approach. At the end of the introduction to Volume Four (TE) there is a list of selected references: these are the works that are the source of many of the techniques described in Volume Four; they also contain accounts of other techniques that may be found useful.

The following is a list of a few works of different types that seem particularly adapted to the general needs of the reader of this Manual.

Among the many books on the problems of change that can be of direct use to the trainer, the following two are notable.

Ronald Lippitt, Jean Watson and Bruce Westley, The Dynamics of Planned Change (New York, Harcourt Brace and Company, 1958).

K. Beme, W. Bennis and R. Chin, eds., The Planning of Change (New York, Holt, Rinehart and Winston, 1970).

Two books which specifically deal with the problem of Training and Change are the following.

Rolf P. Lynton and Udai Pareek, Training for Development (Homewood, Illinois, Dorsey Press, 1967).

Ronald G. Havelock and Mary C. Havelock, Training for Change Agents (Ann Arbor, Michigan, Institute for Social Research of the University of Michigan, 1973).

There are many books on training in substantive fields which utilize a wide variety of approaches. The following are four examples related to popular participation.

Manzoor Ahmed and Philip Coombs, Education for Rural Development: Case Studies for Planners (New York, Praeger Publishers, 1975).
A study prepared by the International Council for Educational Development under the auspices of the World Bank and the United Nations Childrens Fund.

V. Djukanovic and E.P. Mach, eds., Alternative Approaches to Meeting Basic Health Needs in Developing Countries (Geneva, World Health Organization, 1975). A joint UNICEF/WHO study.

Judy El Bushra and Susan Perl, Family Planning Education in Action: Some Community Centred Approaches. (London, International Extension College, International Planned Parenthood Federation, 1976).

Food and Agriculture Organization of the United Nations, Training for Agriculture and Rural Development (Rome, 1975). A joint FAO/UNESCO/ILO study.

Finally, there are two compendia that are of particular interest.

University of Massachusetts Center for International Education, Non-Formal Alternatives to Schooling. Mimeograph, no date.
This document lists a variety of approaches to training and education, describes them briefly and gives references.

International Planned Parenthood Federation, Training and Development Omnibook: A Materials Resource Guide (London, International Planned Parenthood Federation, 1976).
This volume is in the form of a ring notebook and contains information, training opportunities, training aids, reference materials, glossaries and other material pointed towards family planning but adaptable to other fields.

IV. LIST OF REFERENCES CITED IN THE MANUAL

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    first two stages of Phase I of the women's project, Philippines. New York,
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    Institute of the East-West Center of the University of Hawaii, 1974.

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World Health Organization. Alternative approaches to meeting basic health needs in developing countries. Geneva, 1975. A joint UNICEF/WHO study.